



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

4629 2nd North, Joseph City, AZ 86032

Joseph City Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(a) For additional information, please refer to Achievement Profiles Page near end of document.

High School Achievement Profile (a)

2005-06 Excelling
2004-05 Excelling
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mr. Bryan Jacob Fields
Schedule : 07:30 AM to 04:29 PM
Grades : 7-12
Web Address : www.myweb.cableone.net/joecity/
Phone Number : (928) 288-3361
Fax Number : (928) 288-3825
E-mail : bryanf@josephcity2.az.k12.us.com

Mission

Our mission is to challenge students to succeed through effective decision making and the development of strong competencies in the basic skills. We will promote life long learning, independent thinking, and responsible citizenship.

School / Academic Goals

- ü Our goal is to help students improve their mathematical competency through analysis of assessments, alignment of curriculum to the state standards, and innovative instructional strategies.
- ü Our goal is to help students improve their reading, writing and thinking skills. The use of technology, curriculum alignment to the state standards, and school wide interventions will be utilized. Student goal planning is emphasized.
- ü Our goal is to emphasize student responsibility through development of character. The six traits of character counts are addressed school wide, and data collection is utilized to adjust interventions.

Enrollment

October 1, 2005 School Year Student Enrollment : 155
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 42

Instructional Programs

- Ü Technology-based Learning
- Ü Accelerated Reader/Math and Tutoring
- Ü School-to-Work and Concurrent Credit
- Ü AZ Standards Curriculum Alignment
- Ü Vocational district (NAVIT) access
- Ü Alternative education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/14/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Parent handbooks with school policies and procedures are available to all parents. Setting data driven academic goals and interventions that will enhance continual school improvement is ongoing. Emphasis is on teaching student goal setting/planning. Each student is given a student planner/handbook and students use these planners in all classes.

Parents

It is the responsibility of parents to see that their students attend school regularly and are well provided for in terms of clothing, nourishment and shelter. Parents are encouraged through surveys and newsletters to be involved in our programs. Parents provide homework support and support of the school behavior and dress code policies.

Transportation Policy

The district has four major bus routes and transports 231 students in grades K-12. The district transports students who meet eligibility requirements according to the Education Code. Safety is the prime focus of all transportation of our students.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü AIA, E.A. Row Excellence Award - 3 of Past 7 Years	2005
Ü Scholar Athletic Team Awards (10)	2005
Ü An Excelling School	2006
Ü An Excelling School	2005

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	39	78546	--	95	97	--	548	543	--	13	15	--	21	18	--	44	52	--	23	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	21	38645	--	95	98	--	545	545	--	10	13	--	24	18	--	52	54	--	14	15
Male	--	18	39792	--	95	97	--	552	542	--	17	17	--	17	17	--	33	50	--	33	15
African American	--	--	4205	--	--	97	--	--	524	--	--	22	--	--	22	--	--	49	--	--	7
Hispanic	--	NC	31177	--	NC	97	--	NC	524	--	NC	22	--	NC	23	--	NC	48	--	NC	7
Asian/Pacific Islander	--	--	1940	--	--	99	--	--	580	--	--	5	--	--	9	--	--	53	--	--	33
American Indian/Alaskan Native	--	10	4689	--	83	95	--	NA	515	--	NA	28	--	NA	25	--	NA	43	--	NA	4
White	--	25	36450	--	100	97	--	569	563	--	4	7	--	16	12	--	48	57	--	32	23
Students with Disabilities	--	NC	8093	--	NC	82	--	NC	489	--	NC	50	--	NC	24	--	NC	23	--	NC	2
Students without Disabilities	--	35	70453	--	97	100	--	557	549	--	6	11	--	20	17	--	49	56	--	26	16
Limited English Proficient Students	--	--	9323	--	--	94	--	--	491	--	--	47	--	--	28	--	--	24	--	--	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	--	--	34694	--	--	96	--	--	524	--	--	23	--	--	23	--	--	48	--	--	7
Non-Economically Disadvantaged	--	39	43852	--	95	99	--	548	559	--	13	10	--	21	13	--	44	56	--	23	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	39	79045	--	95	98	--	525	512	--	10	10	--	15	25	--	67	58	--	8	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	21	38860	--	95	98	--	531	519	--	10	7	--	10	22	--	76	62	--	5	8
Male	--	18	40075	--	95	97	--	519	505	--	11	12	--	22	28	--	56	54	--	11	6
African American	--	--	4250	--	--	98	--	--	500	--	--	12	--	--	31	--	--	54	--	--	3
Hispanic	--	NC	31314	--	NC	98	--	NC	493	--	NC	16	--	NC	34	--	NC	48	--	NC	2
Asian/Pacific Islander	--	--	1949	--	--	99	--	--	536	--	--	4	--	--	15	--	--	66	--	--	15
American Indian/Alaskan Native	--	10	4719	--	83	96	--	NA	489	--	NA	15	--	NA	39	--	NA	45	--	NA	2
White	--	25	36730	--	100	98	--	546	532	--	NA	4	--	12	16	--	80	68	--	8	12
Students with Disabilities	--	NC	8552	--	NC	87	--	NC	463	--	NC	35	--	NC	40	--	NC	23	--	NC	1
Students without Disabilities	--	35	70493	--	97	100	--	534	517	--	6	7	--	11	24	--	74	62	--	9	8
Limited English Proficient Students	--	--	9355	--	--	95	--	--	456	--	--	37	--	--	48	--	--	15	--	--	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	--	--	34922	--	--	96	--	--	493	--	--	15	--	--	34	--	--	48	--	--	3
Non-Economically Disadvantaged	--	39	44123	--	95	99	--	525	527	--	10	6	--	15	18	--	67	66	--	8	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	40	79657	--	98	99	--	574	566	--	NA	3	--	5	8	--	93	87	--	3	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	22	39120	--	100	99	--	585	580	--	NA	2	--	NA	4	--	95	92	--	5	2
Male	--	18	40423	--	95	98	--	560	553	--	NA	5	--	11	12	--	89	83	--	NA	1
African American	--	--	4290	--	--	99	--	--	560	--	--	4	--	--	9	--	--	86	--	--	1
Hispanic	--	NC	31642	--	NC	99	--	NC	552	--	NC	5	--	NC	11	--	NC	84	--	NC	0
Asian/Pacific Islander	--	--	1948	--	--	99	--	--	589	--	--	1	--	--	3	--	--	91	--	--	4
American Indian/Alaskan Native	--	11	4760	--	92	97	--	570	547	--	NA	5	--	NA	14	--	100	81	--	NA	0
White	--	25	36929	--	100	99	--	584	579	--	NA	2	--	4	5	--	92	91	--	4	2
Students with Disabilities	--	NC	9069	--	NC	92	--	NC	508	--	NC	11	--	NC	30	--	NC	58	--	NC	1
Students without Disabilities	--	35	70588	--	97	100	--	581	573	--	NA	2	--	3	5	--	94	91	--	3	1
Limited English Proficient Students	--	--	9521	--	--	96	--	--	507	--	--	13	--	--	24	--	--	63	--	--	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	--	--	35341	--	--	97	--	--	551	--	--	5	--	--	12	--	--	83	--	--	0
Non-Economically Disadvantaged	--	40	44316	--	98	100	--	574	578	--	NA	2	--	5	5	--	93	90	--	3	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	39	78400	--	93	97	--	556	554	--	18	21	--	21	19	--	49	47	--	13	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	18	38686	--	95	98	--	548	554	--	17	20	--	22	20	--	61	49	--	NA	12
Male	--	21	39636	--	91	96	--	563	554	--	19	23	--	19	18	--	38	46	--	24	13
African American	--	--	4193	--	--	97	--	--	533	--	--	32	--	--	23	--	--	40	--	--	5
Hispanic	--	NC	30732	--	NC	97	--	NC	534	--	NC	31	--	NC	24	--	NC	40	--	NC	5
Asian/Pacific Islander	--	--	1827	--	--	99	--	--	594	--	--	8	--	--	12	--	--	49	--	--	31
American Indian/Alaskan Native	--	10	4536	--	100	95	--	NA	528	--	NA	35	--	NA	25	--	NA	37	--	NA	4
White	--	28	37038	--	90	97	--	561	575	--	14	11	--	18	14	--	50	56	--	18	19
Students with Disabilities	--	NC	7840	--	NC	81	--	NC	498	--	NC	60	--	NC	18	--	NC	20	--	NC	2
Students without Disabilities	--	32	70560	--	97	99	--	563	560	--	13	17	--	19	19	--	56	50	--	13	14
Limited English Proficient Students	--	--	8956	--	--	95	--	--	502	--	--	56	--	--	25	--	--	18	--	--	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	--	--	33014	--	--	95	--	--	534	--	--	31	--	--	24	--	--	40	--	--	5
Non-Economically Disadvantaged	--	39	45386	--	93	99	--	556	569	--	18	15	--	21	15	--	49	52	--	13	18

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	41	79179	--	98	98	--	533	519	--	7	11	--	17	27	--	71	58	--	5	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	19	38974	--	100	99	--	533	524	--	5	8	--	11	25	--	84	61	--	NA	5
Male	--	22	40124	--	96	97	--	534	513	--	9	13	--	23	28	--	59	54	--	9	4
African American	--	--	4243	--	--	98	--	--	506	--	--	14	--	--	32	--	--	51	--	--	3
Hispanic	--	NC	30987	--	NC	98	--	NC	498	--	NC	17	--	NC	36	--	NC	45	--	NC	1
Asian/Pacific Islander	--	--	1832	--	--	99	--	--	543	--	--	4	--	--	17	--	--	69	--	--	10
American Indian/Alaskan Native	--	10	4573	--	100	96	--	NA	494	--	NA	16	--	NA	41	--	NA	42	--	NA	1
White	--	30	37467	--	97	98	--	539	539	--	3	5	--	20	17	--	70	70	--	7	8
Students with Disabilities	--	NC	8567	--	NC	88	--	NC	467	--	NC	39	--	NC	38	--	NC	22	--	NC	1
Students without Disabilities	--	32	70612	--	97	99	--	549	524	--	3	7	--	9	25	--	81	62	--	6	5
Limited English Proficient Students	--	--	9013	--	--	95	--	--	461	--	--	40	--	--	48	--	--	12	--	--	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	--	--	33345	--	--	96	--	--	499	--	--	17	--	--	36	--	--	46	--	--	1
Non-Economically Disadvantaged	--	41	45834	--	98	99	--	533	533	--	7	7	--	17	19	--	71	67	--	5	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	41	79734	--	98	99	--	559	554	--	NA	3	--	20	19	--	80	78	--	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	19	39243	--	100	99	--	566	568	--	NA	2	--	16	12	--	84	85	--	NA	1
Male	--	22	40413	--	96	98	--	553	541	--	NA	4	--	23	26	--	77	70	--	NA	0
African American	--	--	4285	--	--	99	--	--	548	--	--	3	--	--	22	--	--	74	--	--	0
Hispanic	--	NC	31254	--	NC	99	--	NC	539	--	NC	5	--	NC	25	--	NC	70	--	NC	0
Asian/Pacific Islander	--	--	1837	--	--	99	--	--	579	--	--	1	--	--	9	--	--	87	--	--	2
American Indian/Alaskan Native	--	10	4613	--	100	97	--	NA	535	--	NA	4	--	NA	29	--	NA	67	--	NA	0
White	--	30	37668	--	97	99	--	556	569	--	NA	1	--	20	13	--	80	85	--	NA	1
Students with Disabilities	--	NC	8943	--	NC	92	--	NC	495	--	NC	11	--	NC	51	--	NC	38	--	NC	1
Students without Disabilities	--	32	70791	--	97	100	--	571	561	--	NA	2	--	6	15	--	94	83	--	NA	0
Limited English Proficient Students	--	--	9138	--	--	97	--	--	492	--	--	13	--	--	46	--	--	40	--	--	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	--	--	33718	--	--	97	--	--	538	--	--	5	--	--	26	--	--	69	--	--	0
Non-Economically Disadvantaged	--	41	46016	--	98	100	--	559	567	--	NA	2	--	20	14	--	80	84	--	NA	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	31	31	71130	94	94	95	716	716	701	16	16	23	3	3	13	52	52	51	29	29	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	18	35465	100	100	96	718	718	702	17	17	21	NA	NA	13	50	50	53	33	33	13
Male	13	13	35648	87	87	94	712	712	701	15	15	24	8	8	12	54	54	50	23	23	14
African American	--	--	3868	--	--	95	--	--	686	--	--	33	--	--	17	--	--	45	--	--	6
Hispanic	NC	NC	25103	NC	NC	95	NC	NC	685	NC	NC	34	NC	NC	16	NC	NC	45	NC	NC	5
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	731	--	--	9	--	--	7	--	--	50	--	--	34
American Indian/Alaskan Native	NC	NC	4241	NC	NC	90	NC	NC	679	NC	NC	39	NC	NC	19	NC	NC	39	NC	NC	3
White	24	24	36075	96	96	95	720	720	715	13	13	12	4	4	9	50	50	58	33	33	21
Students with Disabilities	NC	NC	5862	NC	NC	71	NC	NC	658	NC	NC	63	NC	NC	15	NC	NC	20	NC	NC	2
Students without Disabilities	23	23	65268	100	100	98	731	731	705	4	4	19	NA	NA	12	57	57	54	39	39	15
Limited English Proficient Students	--	--	4859	--	--	93	--	--	662	--	--	64	--	--	15	--	--	20	--	--	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	--	--	22957	--	--	93	--	--	685	--	--	34	--	--	17	--	--	44	--	--	5
Non-Economically Disadvantaged	31	31	48173	94	94	96	716	716	709	16	16	17	3	3	11	52	52	55	29	29	18

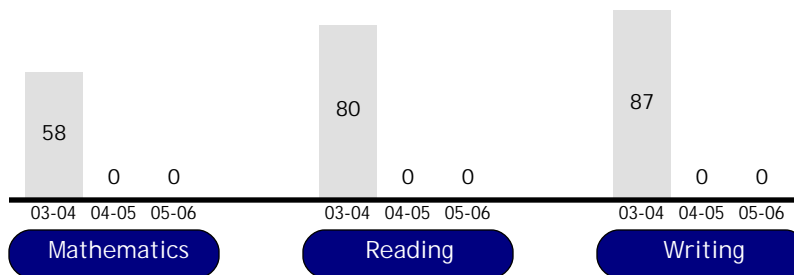
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	31	31	73018	97	97	97	731	731	703	NA	NA	6	13	13	23	65	65	64	23	23	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	18	36181	100	100	97	742	742	708	NA	NA	4	6	6	21	61	61	65	33	33	9
Male	13	13	36816	93	93	96	717	717	699	NA	NA	7	23	23	24	69	69	62	8	8	7
African American	--	--	3976	--	--	96	--	--	689	--	--	8	--	--	29	--	--	59	--	--	3
Hispanic	NC	NC	25801	NC	NC	96	NC	NC	683	NC	NC	10	NC	NC	34	NC	NC	53	NC	NC	3
Asian/Pacific Islander	--	--	1812	--	--	98	--	--	722	--	--	3	--	--	15	--	--	66	--	--	16
American Indian/Alaskan Native	NC	NC	4389	NC	NC	93	NC	NC	675	NC	NC	9	NC	NC	42	NC	NC	47	NC	NC	1
White	24	24	37024	96	96	97	739	739	721	NA	NA	2	8	8	12	63	63	73	29	29	13
Students with Disabilities	NC	NC	7170	NC	NC	85	NC	NC	654	NC	NC	23	NC	NC	47	NC	NC	29	NC	NC	1
Students without Disabilities	23	23	65848	100	100	98	745	745	708	NA	NA	4	4	4	20	65	65	67	30	30	9
Limited English Proficient Students	--	--	5099	--	--	95	--	--	641	--	--	29	--	--	59	--	--	12	--	--	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	--	--	23912	--	--	94	--	--	681	--	--	10	--	--	36	--	--	52	--	--	2
Non-Economically Disadvantaged	31	31	49106	97	97	98	731	731	714	NA	NA	4	13	13	16	65	65	69	23	23	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	32	32	72810	100	100	96	704	704	685	6	6	6	19	19	30	66	66	58	9	9	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	19	19	36111	100	100	97	722	722	695	NA	NA	4	11	11	23	79	79	65	11	11	8
Male	13	13	36678	93	93	95	677	677	674	15	15	9	31	31	36	46	46	52	8	8	3
African American	--	--	3962	--	--	96	--	--	675	--	--	8	--	--	33	--	--	55	--	--	3
Hispanic	NC	NC	25735	NC	NC	96	NC	NC	669	NC	NC	10	NC	NC	41	NC	NC	48	NC	NC	2
Asian/Pacific Islander	--	--	1809	--	--	97	--	--	704	--	--	4	--	--	19	--	--	65	--	--	13
American Indian/Alaskan Native	NC	NC	4370	NC	NC	92	NC	NC	670	NC	NC	9	NC	NC	39	NC	NC	50	NC	NC	2
White	25	25	36915	100	100	97	710	710	697	4	4	3	16	16	21	68	68	67	12	12	8
Students with Disabilities	NC	NC	7071	NC	NC	84	NC	NC	634	NC	NC	24	NC	NC	53	NC	NC	21	NC	NC	1
Students without Disabilities	24	24	65739	100	100	98	714	714	689	4	4	4	8	8	27	75	75	62	13	13	6
Limited English Proficient Students	--	--	5046	--	--	94	--	--	621	--	--	31	--	--	56	--	--	12	--	--	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	--	--	23814	--	--	94	--	--	667	--	--	10	--	--	41	--	--	47	--	--	2
Non-Economically Disadvantaged	32	32	48996	100	100	97	704	704	693	6	6	4	19	19	24	66	66	64	9	9	7

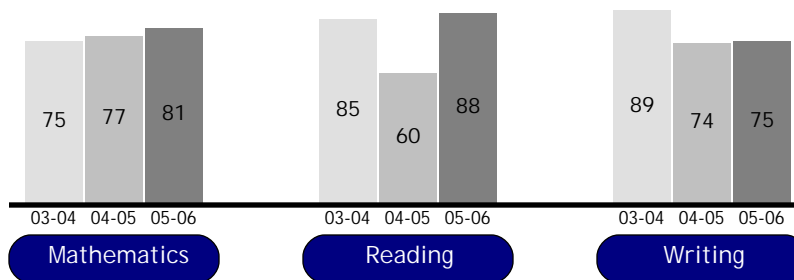
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	NA	64	NA	54	--	--	56	50	--	--	68	54
	Language	NA	63	63	58	--	--	54	52	--	--	65	58
	Mathematics	NA	75	75	62	--	--	51	50	--	--	59	54
8	Reading	NA	75	NA	55	--	--	56	51	--	--	67	58
	Language	NA	79	79	52	--	--	57	50	--	--	56	56
	Mathematics	NA	81	81	61	--	--	60	53	--	--	56	58
9	Reading	95	45	NA	42	94	66	66	51	78	70	70	52
	Language	95	43	43	42	94	65	65	50	78	65	65	50
	Mathematics	95	57	57	63	94	70	70	50	78	72	72	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Joseph City Junior/Senior High School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Student Handbook--Selection and Use
- Ü Student Dress Code Evaluation
- Ü Technology Program Development
- Ü IASA Program Review
- Ü Development of the School Dist. Calendar
- Ü School Improvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	18.25
Other Professional Staff	4.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	0	0	0
4 to 6 years	3	0	0	0
7 to 9 years	0	0	0	0
10 or more years	13	7	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	55
Teachers with Emergency Certification.	5
Percent of teachers in the school with Emergency/Provisional Certification	26%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Indoor Olympic Swimming Pool
- Ü Vocational Ed. Facilities
- Ü Business Computer and Multi-use Comp Lab
- Ü Performing Arts Auditorium

Extracurricular Activities

- Ü Student Council, Drama Club
- Ü Electric Car Club
- Ü National Honor Society
- Ü Academic Decathlon
- Ü Athletics--11 Activities
- Ü Swing Choir and Stage Band

Social Services

- Ü Counseling Services
- Ü DES Services
- Ü Health Services
- Ü Job Placement Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Curriculum has been aligned to the state standards and school goals have been set that address the standards. Our school has continually met Adequate Yearly Progress. Both Stanford and AIMS scores demonstrate students success in academics.
- ü Performance incentive projects to improve stake- holder satisfaction and heighten student performance are ongoing. Incentives are included for areas of attendance, character, planning, grades, and standardized test scores.
- ü The use of student planners to set weekly goals and perform teacher driven tasks has been successful. Students are more likely to meet goals and less likely to forget timelines and assignments.
- ü For the past 2 years our school has been earned the honor of being an Excelling School according to AZLEARNS Achievement Profile.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	86	89	88	73
Graduation Rate ⁶	100	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We promote the Pillars of Character to enhance a safe, orderly climate. Students of the Month, based on character. Students are rewarded by staff referrals for exhibiting positive character on campus. Incentive drawings take place at assemblies where students are recognized for character. Our discipline plan is fair and consistent. 'Character in Heroes Week' is promoted to encourage life long character traits.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

3

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Bryan Fields	(928) 288-3361
Transportation Policy	Bill Patterson	(928) 288-3307
Community Resources	Hollis Merrell	(928) 288-3307
School Nutrition Programs	Mandie Shaw	(928) 288-3307
Parent Organization		
Student Health/Nurse	Jeannie Khane	(928) 288-3361

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** Due to booklet size printing, print copies are produced in multiples of 4.